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-Commonwealth of Kentucky-

# SCHOOL

## REPORT CARD

for the 2005-2006 school year



### North Oldham Middle School

Robert Smith, Principal  
1801 S Hwy 1793  
Goshen, KY 40026  
phone: (502) 228-9998  
fax: (502) 228-0985  
email: robb.smith@oldham.kyschools.us  
**School Enrollment: 730**

#### Our School Council

Robb Smith	Carol Lynn Warren
Loretta Shake	Melissa O’Connell
Connie Coartney	Bill Nevius

Kentucky Department of Education  
Office of Assessment and Accountability  
1819 Capital Plaza Tower  
500 Mero Street  
Frankfort, KY 40601

NMCBP000737  
TO THE PARENTS OF:

**Dear Parents/Guardians:** Here is our school’s report card for the 2005-2006 school year. This report card is full of important information, including academic performance, teacher qualifications, our learning environment, and much more. Please take a moment to learn more about our school. For a more detailed look at our school, please contact us to see our Expanded Report Card on file at school, which includes more information than we can provide here.

**About Our School:** North Oldham Middle School, despite its bevy of accomplishments, including a National Blue Ribbon and proficient status on the state assessment, places its primary focus on student needs. This safe and nurturing environment provides a backdrop for the relationships forged between students and teachers. It is our hallmark. Using the Search Institutes 40 developmental assets to build healthy personal qualities, the TAG (teacher assisted guidance) program is replete with activities that teach the three R’s of Respect, Responsibility, and Relationships. We believe in educating the whole child through rigorous academic and supportive extra-curricular programs, with the goal of creating an environment that is both challenging and flexible.

**How Our School Ensures Educational Equity:** Using KCCT results as our foundation, we have initiated work teams to address any/all achievement gaps within our sub-populations. As has been the trend, our females regularly achieve at a higher rate than our males. To combat this trend, a focus has been placed on instructional strategies that will spur interest in this sub-group. Also of interest is our gifted and talented population. To foster growth in this sub-group, the organization and management has been centralized to accommodate these learners. In addition, there has been an increase in gifted educational opportunities for students both during the school day and after school due to a focused professional development effort among staff. All learners are subjected to tiered lessons and the use of technology.

### Other Important Information About Our School

**State Contest Results:** The NOMS academic team found success at both the district and regional competitions, finishing 2nd overall.Both our band and chorus are regular participants in the KMEA music festivals, regularly receiving proficient ratings in the competition. In addition, several NOMS students were selected for the All-County band.

**Extracurricular Activities:** At NOMS when we say that we believe in educating the whole child, the action behind those words is when teachers get involved with their students outside of the regular academic setting. This supports the academic successes experienced in the classroom. Since our students bring a variety of interests, and talents to school, our club offerings are widespread. We also have an extensive athletic program consisting of sports in all seasons for both males and females.

**Awards & Recognitions:** NOMS continued its reputation as a high achieving school on the state assessment by once again placing in the top ten. Currently, seven teachers have received National Board Certification.Our students are recognized each nine weeks for their good grades and respectful and responsible behavior. High Achievers and Honor Roll recognition ceremonies are attended by students, parents and teachers to validate outstanding grades achieved on report cards.

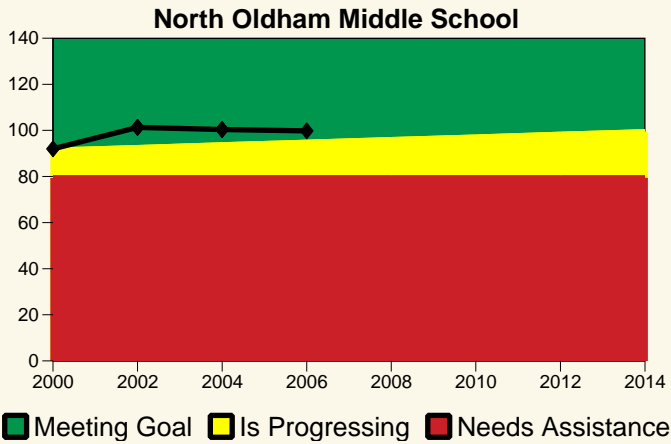
**What We are Doing to Improve:** Even though we are a high-achieving middle school, our job to continue this excellence and surpass our current status is always a challenge. Our student learning teams have developed plans to help students make even greater gains through by addressing the academic and developmental needs of all students. Content teachers meet monthly to discuss current topics of interest, share common readings and discuss student work products.

**Kentucky Core Content Testing by Sub-groups:** This chart shows the average test scores for student sub-populations in our school. In cases where there are not at least 10 students in a group "NA" appears for not applicable.

Students Sub-Population	Reading				Mathematics			
	2005		2006		2005		2006	
	Students	Index	Students	Index	Students	Index	Students	Index
ALL Students	216	112.95	233	105.8	223	102.56	222	89.27
White	203	112.7	215	105.56	215	103.24	206	89.96
African American	6	NA	5	NA	1	NA	6	NA
Asian	2	NA	5	NA	2	NA	3	NA
Hispanic	3	NA	6	NA	4	NA	4	NA
Free/Red. Lunch	9	NA	9	NA	7	NA	8	NA
Non-Free/Red. Lunch	207	113.52	224	106.37	216	102.52	214	90.58
Limited English	1	NA	3	NA	6	NA	2	NA
Non-Limited English	215	112.83	230	105.97	217	103.39	220	89.62
Disability	31	92	33	84.6	25	70.24	31	63.6
No Disability	185	116.45	200	109.3	198	106.62	191	93.43
Male	102	105.08	124	100.1	117	101.11	108	86.01
Female	114	119.99	109	112.29	106	104.14	114	92.35
Students Excluded	NA	NA	NA	NA	NA	NA	NA	NA

Our school does not discriminate on the basis of race, color, national origin, religion, sex, age, or disability in employment or provision of services.

**Our School Growth Chart:** This chart starts with our school’s baseline CATS score from 2000. It shows a goal line from that starting point to our goal of 100 in 2014. Every two years a new point will be marked on the chart to show whether we are on track meet our goal.



Year	Goal Line	Assistance Line	School Index Score
2000	91.4		92.0
2002	92.5	79.4	101.3
2004	93.7	79.4	100.4
2006	94.8	79.4	99.8
2008	96.0	79.4	
2010	97.1	79.4	
2012	98.3	79.4	
2014	99.4	79.4	
Standard Error: 0.6			

**How to Get More Information:** Contact our principal or your School Council Members using the school phone numbers, or visit our school office to see the Expanded School Report Card. More testing information and No Child Left Behind data are available at <http://www.education.ky.gov>

# How We Are Doing

## Kentucky Core Content Tests:

Kentucky’s tests rate student performance as either Novice, Apprentice, Proficient, or Distinguished. These categories translate into a scale of 0-140, with 100 being considered proficient. This chart compares our school’s performance with all the schools in our district and all the schools in Kentucky.

Kentucky uses the Commonwealth Accountability Testing System(CATS) to hold schools accountable for student progress. CATS has three parts: the Kentucky Core Content Tests, the national Comprehensive Test of Basic Skills (CBTS/5), and other measures of the school’s performance,

including attendance, retention and dropout rates.Together these three elements make up a school’s CATS performance score for every two-year period. The goal is that by 2014 nearly all students will score proficient or distinguished.

KCCT Test		2005 Reading	2006 Reading	2005 Mathematics	2006 Mathematics	2006 Science	2006 Writing	2006 Social Studies	2006 Arts & Humanities	2006 PL/VS
		7th	7th	8th	8th	7th	7th	8th	8th	8th
Novice	School	1%	1%	4%	11%	5%	5%	5%	9%	7%
	District	2%	3%	4%	8%	7%	5%	7%	9%	6%
	State	8%	7%	23%	24%	22%	19%	17%	24%	18%
Apprentice	School	6%	8%	22%	32%	21%	42%	19%	21%	25%
	District	11%	12%	24%	32%	23%	41%	28%	24%	36%
	State	30%	30%	41%	42%	35%	54%	42%	28%	43%
Proficient\ Distinguished	School	93%	91%	74%	57%	75%	53%	77%	70%	68%
	District	87%	86%	72%	59%	70%	54%	65%	67%	58%
	State	62%	63%	36%	34%	43%	27%	41%	48%	39%
Acedemic Index	School	112.9	105.8	102.6	89.3	107.6	80.2	101.7	93.9	96.6
	District	105	100.9	101.6	92.7	101.4	80.8	92.9	91.9	89
	State	87	87.2	71	69.5	76.6	63.4	75.4	72.8	71.6

**National Norm Referenced Test:**The national norm referenced test used in Kentucky, the CTBS/5, measures the basic skills of our students while allowing us to compare their performance with national benchmarks established in 1996. These scores are reported in percentiles. A percentile shows the percentage of students who fell below a particular score on the test. For example, a percentile of 60 would show that the average student in our school scored equal to or better than 60 percent of all students who took the test.

National Norm Referenced Test (CTBS/5)	Reading	Language Arts	Mathematics
	6th	6th	6th
School	80%	75%	83%
District	76%	67%	81%
State	61%	53%	63%
Nation	50%	50%	50%

**Other Measures:** The third component of CATS is our school’s performance in Attendance, Retention, Dropout, Graduation and Transition to Adult Life, where appropriate. (The Retention Rate is the percent of students who were not academically ready to go on to the next grade and had to repeat the grade.) Data in these tables reflect our performance during the 2003-2005 school year.

	Attendance Rate	Retention Rate	Dropout Rate
School	96.5%	0.1%	0%
District	96.1%	0.9%	0.8%
State	94.3%	3.3%	2.3%

## Our Learning Enviroment

**School Safety:** Here is what we are doing to make our school safe for our students.

Visitors are Required to Sign In	All Parents received the District Discipline Code	% Classrooms with Outside Line Phone
Y	Y	100

## Procedures in Place in Our School for Drug and Weapons Detection:

North’s comprehensive safety plan and drug prevention policies mirror a well-developed district plan. Being proactive in this arena is critical, and it is our belief that building positive relationships is key to the strength of our school safety, discipline and drug prevention programs. Teachers receive Cooperative Discipline training and review procedures in a school safety handbook that is updated annually. This training is also supported by a crisis team who are trained on responding to various emergency situations. Students and parents have an opportunity to review the schools safety and discipline codes at the beginning of each school year and sign a statement that they will honor and support a safe and orderly school.

Violation	# of Reported Incidents	# of Students Suspended	# of Students Expelled
1st degree Assault	0	0	0
Drug Violations	2	2	0
Weapons Violations	0	0	0

## Student Resources

	Spending per Student	Student/Teacher Ratio	Student per Internet Connected Computer	% of Computers 5 years old or less
Our School	\$4635	18:1	4.8:1	76%
District	\$6631	17:1	3.5:1	78%
State	\$9252	15:1	3.7:1	66%

**How We Use Technology to Teach:** Technology, specifically the utilization of the Dell Intelligent Classroom is a vital tool in our efforts to differentiate instruction and accomplish specific goals such as improving student writing and to address achievement gaps. Students use technology to integrate reading and writing in content areas and bring to life the concepts about which they have read and studied. Mobile carts with laptops and the stations in our LMC provide students the opportunity to use basic computer applications, integrated applications, word processing, spreadsheet/graphing, and database programs.

## Parental Involvement

	# of Students Whose Parents/Guardian Had at Least One Teacher Conference	# of Parents/Guardians Voting in School Council (SBDM) Elections	# of Parents/Guardians Serving on the School Council (SBDM) or Its Committees	# of Volunteer Hours
Our School	481	57	9	5031

## Teacher Qualifications

The preparation and experience of our teachers also is important to our success. These numbers do not include administrators, guidance counselors, or library media specialists. Upon request, our district will provide information about the qualifications of your child’s teachers and teachers’ aides.

	School	District	State
% of Teachers with Emergency or Provisional Certification	2%	2%	2%
% of Classes Taught by Teachers Who Participated in Content-Focused Professional Development	100%	100%	NA
% of Core academic Subject Classes NOT taught by Highly Qualified Teachers	2%	4%	3%
Average Years of Teaching Experience	12.3	10.9	11.7
% of Classes Taught by Teachers With a Major, Minor, or Equivalent in the Subject Being Taught	100%	99%	NA

	B.A.	M.A.	Rank 1	Specialist	Ph.D	Total % of Teachers
Professional Qualifications of all Teachers in the School	19%	33.3%	47.6%	0%	0%	100%